



LEADER GUIDE

BUILDING A **Safe Workplace** COMMUNITY

**AN EMPLOYER'S GUIDE TO UNDERSTANDING CULTURAL
IMPACTS IN HEALTH AND SAFETY**



Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 2: Intercultural Communication

Method	Training Resource	Explanation	Time
Presentation	<ul style="list-style-type: none"> PP Slide #1 – <i>BSWC: Intercultural Communication</i> 	Welcome to <i>Module2: Intercultural Communication</i> .	1 – 2 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #2 – <i>Objectives of Module</i> 	State objectives of the module.	3 – 5 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #3 – <i>How Culture Affects Communication</i> 	<ol style="list-style-type: none"> Review the points on PP slide #3 – <i>How Culture Affects Communication</i>. Ask participants for questions or comments. 	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> Handout #1A – <i>Intercultural Communication</i> Handout #1B – <i>Intercultural Communication – Answer Sheet</i> 	<ol style="list-style-type: none"> Distribute Handout #1A – <i>Intercultural Communication</i>. Divide participants into working groups (or in pairs, or individually if a small group), and ask the groups: How could each of the factors listed on the left-hand side of the sheet affect communication?; ask groups to record their answers on the handout. Ask the groups to present their answers to the larger group. Distribute Handout #1B – <i>Intercultural Communications – Answer Sheet</i>. Facilitate a group discussion. Ask participants if they have additional questions or comments. 	5 – 10 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #4 – <i>Some Causes of Communication Confusion</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #4 – <i>Some Causes of Communication Confusion</i>. Invite questions/comments. 	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #5 – <i>Direct vs. Indirect Communication</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #5 – <i>Direct vs. Indirect Communication</i>. Ask participants, and facilitate a discussion about: <ul style="list-style-type: none"> What does the employee prefer – direct or indirect communication? Given your communication style, what would you do to communicate effectively with an employee? Make the point that it is more effective for you to adapt to the employee's needs when communicating. In most cases, when the other person sees you trying to accommodate their communication needs, they will also try to accommodate you. If, on the other hand, you try to force the other person to communicate with you the way you like to communicate, they may get defensive, block you, and resist what you are trying to say. Ask participants for additional questions/discussion. 	

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Method	Training Resource	Explanation	Time
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #6 – <i>Direct and Indirect Communication</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #5 – <i>Direct vs. Indirect Communication</i>. Ask the participants to provide their own examples of confusion or miscommunication that they may have encountered due to cultural differences, where a person of one culture used direct communication and the other used indirect communication. Ask the participants if they have any questions/discussion. 	20 – 30 mins.
Activity & Discussion		<ol style="list-style-type: none"> Divide the participants into small working groups (or in pairs, or individually if a small group). Ask each group to choose a safety message <ul style="list-style-type: none"> Examples: <ul style="list-style-type: none"> <i>No smoking anywhere in the building except in the smoking room.</i> <i>Always wear eye goggles when you are near the saw and drill.</i> <i>Always use the guard when operating the saw.</i> Ask the participants, within their groups, to deliver the safety message using a direct communication style and an indirect communication style. Ask each group to discuss: What is most appropriate in your workplace given its cultural makeup – direct or indirect communication? Ask the groups to present their findings to the larger group. Ask the participants if they have any questions/discussion. 	
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #7 – <i>Immigrant Workers (Image/Audio)</i> 	<ol style="list-style-type: none"> Show/Play PP Slide #7 – <i>Immigrant Worker</i> Click icon to play audio. <ul style="list-style-type: none"> Note: Audio is of a male immigrant worker speaking about direct and indirect communication. Ask participants for comments. 	
Presentation	<ul style="list-style-type: none"> PP Slide #8 – <i>Non-Verbal Communication</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #8 – <i>Non-Verbal Communication</i>. Read the definition of <i>non-verbal communication</i> on page 16 of the manual. 	
Presentation & Activity	<ul style="list-style-type: none"> <i>Body, Tone, Words Experiment</i> Flipchart 	<ol style="list-style-type: none"> Ask the group: “Which of the 3 ways of communicating, (body language, tone of voice, or words) have the most influence on the message that we communicate?” On the flipchart, write: <p style="text-align: center;">Body Tone Words _____ 100%</p> Ask the participants, through discussion, to fill in the percentages that each of the communication methods carries. <ul style="list-style-type: none"> Examples: 80% words, 10% tone of voice, and 10% body language; or 95% words, 2% tone, and 3% body language, etc. 	15 mins.

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

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		<p><u>Experiment</u></p> <p>Present the idea of an experiment to the participants. For the experiment:</p> <ol style="list-style-type: none"> 1. Form a circle with your thumb and index finger. 2. Ask everyone in the class to do the same thing and hold the circle in front of them. 3. Ask if everyone is ready for the experiment. 4. Tell the participants to: "Take the circle and put it on your chin like this" (take the circle and put it on your <i>forehead</i>). <ul style="list-style-type: none"> ○ Look around the room and notice who has the circle on their forehead and who has it on their chin. 5. Remind the participants of what you said (to put the circle on their chins), vs. what you did (put it on your forehead). Comment that most people ended up with the circle on their forehead in spite of the fact that you told them to put it on their chin. 6. Ask: "What did most people follow: the words or the body language?" Discuss. 7. Explain: "Words are important – but only as long as the tone and body language is consistent with the words. But, let's consider what happens when the words give one message and the tone and/or body language convey a different message – as in our experiment." <p>Research has indicated that when there is inconsistency between the body language, tone and words of a message, the message of the <i>words</i> can be lost and the body language and/or tone will have the greatest impact. In terms of percentages it looks like this (write on the flipchart):</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Body</td> <td>55%</td> </tr> <tr> <td>Tone</td> <td>38%</td> </tr> <tr> <td>Words</td> <td><u>7%</u></td> </tr> <tr> <td></td> <td>100%</td> </tr> </table> <p>If the words in a message are contradicted by the message of the tone and body language, the receiver will perceive the contradiction. This generally results in confusion and mistrust.</p> <p>Therefore, it is important that body language, tone and words communicate the same message. These forms of communication are relevant in both face-to-face contact and over the telephone. In telephone contact, body language is absent, while tone of voice and words convey the message. However, you will find that even though the customer cannot see your body language, your tone and words usually reflect your body language.</p>	Body	55%	Tone	38%	Words	<u>7%</u>		100%	
Body	55%										
Tone	38%										
Words	<u>7%</u>										
	100%										

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Method	Training Resource	Explanation	Time
		<p>8. Ask the participants to provide their own examples of confusion that may have occurred due to non-verbal communication having been misunderstood.</p> <ul style="list-style-type: none"> ○ Example: In Africa hitchhikers hold an arm straight out in front them and wave their hand (as opposed to sticking out a thumb). When touring southern Africa, I thought that the people on the side of the road were being friendly and waving “hello”, but what they were trying to say was: “I need a ride”. <p>9. Ask participants for other examples.</p>	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> ● PP Slide #9 – <i>Physical Space</i> 	<ol style="list-style-type: none"> 1. Review the information on PP Slide #9 – <i>Physical Space</i>. 2. Read the definition of <i>physical space</i> on page 16 of the manual. 3. Provide an example of miscommunication related to physical space. 4. Ask the participants to provide their own examples of miscommunication or confusion that they have experienced as related to different cultures having different expectations about physical space. 5. Ask: “Have you ever felt uncomfortable communicating with someone whose sense of physical space was different than yours? Can you provide an example?” <ul style="list-style-type: none"> ○ Example: In South Africa it is quite acceptable for male friends to greet each other and then walk down the street holding hands. When an African friend of mine did that to me, I felt like it was “too close for comfort”, and did everything I could to break the hand clasp and return to, what was for me, a more comfortable distance. 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> ● PP Slide #10 – <i>Self-Promotion</i> 	<ol style="list-style-type: none"> 1. Review the information on PP Slide #10 – <i>Self-Promotion</i>. 2. Read the definition of <i>self-promotion</i> on page 17 of the manual. 3. Ask: “What is the danger to health and safety in the workplace when some new Canadians are reluctant to self-promote?” <ul style="list-style-type: none"> ○ Answer: They may not share their ideas (including ideas about improving safety), with higher levels of authority. 	5 – 10 mins.
Presentation & Discussion	<ul style="list-style-type: none"> ● PP Slide #11 – <i>Tone of Voice</i> 	<ol style="list-style-type: none"> 1. Review the information on PP Slide #11 – <i>Tone of Voice</i>. 2. Read the definition of <i>tone of voice</i> on page 17 of the manual. 3. Provide an example of miscommunication related to tone of voice. 4. Ask the participants to provide their own examples of miscommunication or confusion that they have experienced as related to different cultures using different tones of voice. <ul style="list-style-type: none"> ○ Example: In the classroom, some participants speak with a very soft voice, making it difficult to hear what they are saying. 5. Ask the participants if they have any questions/discussion. 	5 – 10 mins.

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Method	Training Resource	Explanation	Time
Presentation	<ul style="list-style-type: none"> PP Slide #12 – <i>Immigrant Worker (Image/Audio)</i> 	<ol style="list-style-type: none"> Show/Play PP Slide #12 – <i>Immigrant Worker</i> Click icon to play audio. <ul style="list-style-type: none"> Note: Audio is immigrant worker speaking about tone of voice. Ask participants what they think about the worker's comments. 	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #13 – <i>Long Pauses</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #13 – <i>Long Pauses</i>. Read the definition of <i>long pauses</i> on page 17 of the manual. Provide an example of miscommunication related to long pauses. Ask the participants to provide their own examples of miscommunication or confusion that they have experienced as related to different cultures having different expectations about pauses in speech. <ul style="list-style-type: none"> Example: In a group discussion, one participant who was still uncomfortable speaking English could never get his ideas to be considered by the group. Before he was finished speaking, some of the other, more assertive group members, would interrupt and the conversation would continue without his entire idea being heard. 	5 – 10 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #14 – <i>Cooperation</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #14 – <i>Cooperation</i>. Read the definition of <i>cooperation</i> on page 17 of the manual, emphasizing the difference between <i>cooperation</i> and <i>competition</i>. Ask: "How can a cooperative attitude by employees cause a safety concern?" <ul style="list-style-type: none"> Answer: If one person is doing something unsafely (such as working at height without a safety belt or harness) an immigrant employee may copy that person, just to fit in. Ask the participants for other examples. 	20 mins.
Presentation	<ul style="list-style-type: none"> PP Slide #15 – <i>Familiarity vs. Formality</i> 	<ol style="list-style-type: none"> Review the information on PP Slide #15 – <i>Familiarity vs. Formality</i>. Read the definition of <i>familiarity</i> on page 17 of the manual. Ask the participants to provide their own examples of confusion that they have experienced as related to different cultures having different expectations about whether they should act formally or familiarly. 	10 – 15 mins.
Presentation & Discussion	<ul style="list-style-type: none"> PP Slide #16 – <i>Supervisor (Image/Audio)</i> 	<ol style="list-style-type: none"> Show/Play PP Slide #16 – <i>Supervisor</i> Click icon to play audio. <ol style="list-style-type: none"> Note: Audio is a supervisor of a manufacturing plant in Manitoba. Ask participants what they think about the supervisor's comments. 	
Presentation,	<ul style="list-style-type: none"> Handout #2A – 	<ol style="list-style-type: none"> Introduce the topic of communication behaviours. 	

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Method	Training Resource	Explanation	Time
Activity & Discussion	<ul style="list-style-type: none"> <i>Communication Behaviours</i> Handout #2B – <i>Communication Behaviours – Answer Sheet</i> See Appendix C of the manual – <i>Communication Behaviours</i> (pg's 42-43). 	<ol style="list-style-type: none"> Distribute Handout #2A – <i>Communication Behaviours</i>; review the handout with the group. Divide the participants into working groups (or in pairs, or individually if a small group), and assign a number of behaviours to each group. Ask the groups to complete columns 2 and 3 for the behaviours assigned to them. Distribute Handout 2B – <i>Communication Behaviours – Answer Sheet</i> and discuss with the group. 	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #17, 18 & 19 – <i>Communicating With Employees Who Have Limited English Skills</i>. See: <i>Tips for Communicating with Employees with Limited English</i> (pg. 18 of the manual). 	<ol style="list-style-type: none"> Divide the participants into two working groups. Ask one group to make a list of tips that they could use to communicate effectively while interacting with employees who have limited English skills. Ask the other group to make a list of things that could block or prevent clear communication with employees who have limited English skills. Ask the groups to present their lists to the entire group. Compare the lists as a group, and discuss. Review PP Slides #17, 18 & 19 – <i>Communicating With Employees Who Have Limited English Skills</i>. 	20 mins.
Presentation, Activity & Discussion	<ul style="list-style-type: none"> PP Slide #20 – <i>Closed and Open Questions</i> 	<ol style="list-style-type: none"> Present the information on PP Slide #20 – <i>Closed and Open Questions</i>. Ask the participants to identify a safety issue or concern; then ask them to ask a closed question about that safety issue or concern, and a closed question. Provide an example, such as: <ul style="list-style-type: none"> <u>Closed Question</u>: “Do you know how to safely use this machine?” <u>Open Question</u>: “Can you tell me how to use this machine safely?” Ask each participant to ask an open and a closed question. Ask the participants if they have any questions/discussion. 	
Presentation, Activity & Discussion	<ul style="list-style-type: none"> <i>The Listening Game – Facilitator's Instructions</i> (sheet at end of this Employer's Guide) PP Slides #21 & 22 – <i>Tips for</i> 	<ol style="list-style-type: none"> Review the information on PP Slides #21 & 22 – <i>Tips for Being a Good Listener</i>. Introduce <i>The Listening Game</i> – a game that illustrates the importance of active and responsive listening (see Instructions at the back to the Leader's Guide). Play <i>The Listening Game</i>. Review PP Slides #23 & 24 – <i>Listening Skills</i>. Explain that the purpose of playing The Listening Game was to have the volunteers use listening skills in an almost impossible 	30 mins.

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Method	Training Resource	Explanation	Time
	<i>Being a Good Listener</i> <ul style="list-style-type: none"> PP Slide #23 & 24 – <i>Listening Skills</i> 	situation; It was designed to show how difficult listening really is. 6. Reinforce that listening involves three skills: <ul style="list-style-type: none"> Listening selectively Listening responsively Paraphrasing 7. Ask the participants if they have any further comments.	
Presentation, Activity & Discussion	Handout #3 – <i>Case Study: Hang</i>	1. Distribute Handout #3 – <i>Case Study: Hang</i> . 2. Divide the participants into working groups (or in pairs, or individually if a small group), and ask the groups: <ul style="list-style-type: none"> What is going on here? Why is it an unsafe situation? What can be done to prevent it from happening in the future? 3. Ask the groups to discuss what actions they could take to ensure that poor communication will not result in workplace injury? 4. Ask the groups to present their responses to the larger group. 5. Discuss the responses as a group. 6. Ask the participants if they have any questions/discussion.	10 – 15 mins.
Activity & Discussion	PP Slides #25 & 26 – <i>Best Practices</i>	1. Review the information on PP Slides #25 & 26 – <i>Best Practices</i> . 2. Ask the participants if they have any other “best practices” that they can contribute to the list, based on their knowledge about what works. 3. Ask the participants if they have any questions/discussion.	
Optional Activity & Discussion*	<ul style="list-style-type: none"> Handout #4 – <i>Cultural Awareness Questionnaire</i> 	1. Distribute Handout #4 – <i>Cultural Awareness Questionnaire</i> . 2. Ask the participants to complete the questionnaire (or complete it as a group). 3. Once complete, discuss the participants’ responses as a group. 4. Ask participants if they have any questions/discussion. *Note: The <i>Cultural Awareness Questionnaire</i> is optional, and can be completed at the end of any of the BSWC modules.	10 – 15 mins.
Presentation & Activity	<ul style="list-style-type: none"> Handout #5 – <i>Module Evaluation Form</i> Flipchart 	1. Distribute Handout #4 – <i>Module Evaluation Form</i> to each participant. 2. Have each participant complete Handout #3, and hand them in. 3. Ask the participants what they found most useful about the module. 4. Record the responses on the flipchart. 5. Ask if anyone has any questions/discussion.	

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 2: Intercultural Communication – Handout #1A

Intercultural Communication

What is said, how it is said and how it is interpreted is influenced by all aspects of culture. Provide an example in each case.

Age	
Gender	
Status	
Values	
Beliefs	
Life Experiences	
Clothing	

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 2: Intercultural Communication – Handout #1B

Intercultural Communication – Answer Sheet

What is said, how it is said and how it is interpreted is influenced by all aspects of culture. Provide an example in each case.

Age	Worker may not listen to or respect a supervisor who is younger than him/her
Gender	Worker may not listen to or respect a female supervisor
Status	Worker may not listen to or respect a supervisor – preferring to deal with the manager
Values	Worker may expect to have a friendly social relationship with the supervisor – supervisor may seek only a business like relationship
Beliefs	Worker's belief that reporting hazards may affect his employment status in spite of being told that it is important to report hazards.
Life Experiences	Worker may not respect or listen to a supervisor who has lots of management experience but has never really done the job he is supervising
Clothing	Young Muslim women may dress in traditional robes and head gear, which is proper in their own culture but may cause fellow workers to treat them with alarm and mistrust.

**Building a Safe Workplace Community:
An Employer's Guide to Understanding Cultural Impacts in Health and Safety**

Module 2: Intercultural Communication – Handout #2A

Communication Behaviours

Behaviour	What it means to me	What it might mean to the other person?
Not making eye contact		
Saying yes or nodding when one doesn't understand		
Giving a soft handshake		
Standing very close when talking		
Spending time in small talk		
Addressing you by title		
Laughing or smiling a lot (when nothing is funny)		
Arriving with the necessary paperwork		
Avoiding filling out paperwork or forms		

**Building a Safe Workplace Community:
An Employer's Guide to Understanding Cultural Impacts in Health and Safety**

Behaviour	What it means to me	What it might mean to the other person?
Persistently not doing what was asked of them		
Avoiding making an independent decision		
Speaking too softly/loudly		

**Building a Safe Workplace Community:
An Employer's Guide to Understanding Cultural Impacts in Health and Safety**

Module 2: Intercultural Communication – Handout #2B

Communication Behaviours – Answer Sheet

Behaviour	What it means to me	What it might mean to the other person?
Not making eye contact	<ul style="list-style-type: none"> • Sneaky, unassertive or inattentive 	<ul style="list-style-type: none"> • Showing respect • Finds you rude • Doesn't understand you but doesn't want you to know that
Saying yes or nodding when one doesn't understand	<ul style="list-style-type: none"> • Lying or faking they understand • Not listening • Embarrassed to admit lack of understanding 	<ul style="list-style-type: none"> • Can mean "yes," "maybe" or "not likely." • I hear you and respect you, but not understanding
Giving a soft handshake	<ul style="list-style-type: none"> • Lack of confidence • Lack of enthusiasm 	<ul style="list-style-type: none"> • A respectful, polite, confident greeting • Not a form of greeting in their culture, e.g. kissing to say hello • Uncomfortable or not permitted to touch opposite sex
Standing very close when talking	<ul style="list-style-type: none"> • Invasive • Needs attention • Threatening 	<ul style="list-style-type: none"> • Appropriate communication behaviour • Showing attentiveness
Spending time in small talk	<ul style="list-style-type: none"> • Lonely • Friendly • Gossiping 	<ul style="list-style-type: none"> • Appropriate greeting

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Behaviour	What it means to me	What it might mean to the other person?
Addressing you by title	<ul style="list-style-type: none"> • Respectful • Sign of authority 	<ul style="list-style-type: none"> • Respectful • Intimidated
Laughing or smiling a lot (when nothing is funny)	<ul style="list-style-type: none"> • Nervous • Confused • Hearing impairment or difficulty • Lack of comprehension 	<ul style="list-style-type: none"> • Appropriate communication behaviour • May only be serious with the boss • Trust issue
Arriving with the necessary paperwork	<ul style="list-style-type: none"> • Rushed • Confused • Unorganized 	<ul style="list-style-type: none"> • Unfamiliar with the use of paper • Trust issue
Avoiding filling out paperwork or forms	<ul style="list-style-type: none"> • Hiding something • Lack of understanding 	<ul style="list-style-type: none"> • Not able to read and/or write • Lack of understanding • Pride issue
Persistently not doing what was asked of them	<ul style="list-style-type: none"> • Trying to cause conflict • Disrespectful or poor attitude • Incompetent to do the task 	<ul style="list-style-type: none"> • It is considered unhealthy • It is considered demeaning • Not able to read the signals they are expected to watch for • Lack of understanding why they are doing it • Were trained at some point to do the opposite

**Building a Safe Workplace Community:
An Employer's Guide to Understanding Cultural Impacts in Health and Safety**

Behaviour	What it means to me	What it might mean to the other person?
Avoiding making an independent decision	<ul style="list-style-type: none"> • Lack of confidence • Lack of knowledge or ability 	<ul style="list-style-type: none"> • Does not value individualism, must be a group decision • Fear of losing job or other
Speaking too softly/loudly	<ul style="list-style-type: none"> • Shy, lack of confidence • Rude, angry • Language barrier • Hearing impairment 	<ul style="list-style-type: none"> • Appropriate communication behaviour

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 2: Intercultural Communication – Handout #3

Case Study: Hang

Hang, a hard worker from Asia, was hurt on the job and was given several weeks of paid sick leave to get better. He was enrolled in a workplace training program at the time and he wanted to finish the course, so he came to the workplace to attend the classes. His injury, to his hand, did not prevent him from reading, listening and participating in the class.

He was shocked when he was taken to the Human Resources office and sternly told he was not to be at work for any reason while on sick leave. He was very upset that he had obviously done something wrong and that his supervisors were “angry” with him. He was only trying to do the right thing in finishing the course the workplace had offered him.

His EAL instructor tried to explain the legal situation to Hang, but he still did not understand what he did wrong and why he was not allowed to finish his course. He didn't understand the Canadian safety laws. Hang should have called the Human Resources department to ask if it was okay for him to go to class on the worksite.

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Module 2: Intercultural Communication – Handout #4 (Optional Activity – Can Be Completed at the End of Any of the BSWC Modules)

Optional Cultural Awareness Questionnaire

	Yes	No
1. I understand that not making eye contact can be a way of showing respect, not a lack of assertiveness.		
2. I understand that when employees continuously address me by my surname, it is often culturally correct.		
3. I know different cultural values and behaviours may influence my perception of a person's competence and understanding		
4. I know that some cultures use a strong handshake as a gesture to communicate warmth, and friendliness and to say hello or good-bye whereas other cultures use a soft handshake to communicate the same message.		
5. I understand vagueness in answering a questions can be culturally correct with some employees		
6. I understand at least some new Canadian workers may not want to report safety concerns for fear of losing their job.		
7. I realize the loudness or softness with which people talk is often cultural		
8. I know workplace health and safety materials need to be visually rich and in plain language to help all employees understand how to be safe.		
I realize when we provide safety orientation new workers may not have understood or realized that what they were being told was intended to be safety training.		
I understand all departments in the workplace – human resources/safety coordinator/direct supervisor – need to communicate the same messages to new workers		
I understand people from some cultures will feel superstitious about potential injuries.		

**Building a Safe Workplace Community:
An Employer's Guide to Understanding Cultural Impacts in Health and Safety**

Module 2: Intercultural Communication – Module Evaluation – Handout #5

1. For each statement below, please mark an X in one of the boxes to indicate your response.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The information was presented effectively.					
The information was practical.					
The module topics were useful.					
The module was too short.					
The module was too long.					
The material was clear and understandable.					

2. On a scale of 1 – 5, with 5 being the highest score, please indicate your overall satisfaction with the module.

1	2	3	4	5
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3. Do you have any suggestions for improving the module? If so, please list them below.

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

The Listening Game – Facilitator's Instructions

The purpose of this exercise is to illustrate how difficult it is to really listen – it shows that listening is a difficult skill to master.

Note: this should be a light-hearted, fun, learning experience. If it is not handled as such, it can be embarrassing to those who garble the message. Be sensitive to those who may be threatened by this. Recognize the contributions of the volunteers and have the class applaud them.

1. Ask for three volunteer to participant in a fun exercise. Tell them they will be asked to repeat a brief "safety message." They are to play the role of a supervisor, who receives a message from their manager when they enter the room.

Ask the volunteers to leave the room

2. Call one of the volunteers back into the room. Acting as the manager, seated at a desk, ask the volunteer to sit down, and give the following instructions:

(Name of Volunteer), it is not safe to have that many staff working in the yard at the same time. Please get three staff out of the yard and back to the warehouse. They are your staff, so the final decision is yours but I would suggest Mike, Mohammed, John, and Ernie.

By the way, some of the staff has been reporting to work late. I've also heard a rumor that some of the male staff has come to work with beer on their breath and have been acting inappropriately in the cafeteria when female employees are around. I don't want you to be influenced by any of these things but I'll leave it with you to handle.

Can you get on this right away?

Note: *When you give the message, speak quite quickly and do not allow yourself to be interrupted.*

3. After you've given the message to the first volunteer/supervisor, tell the volunteer that they are going to play the manager's role, and have them sit in your chair. Call another volunteer back into the room. Have the first volunteer/supervisor give the second volunteer the same verbal instructions you them (without using the script).

Building a Safe Workplace Community: An Employer's Guide to Understanding Cultural Impacts in Health and Safety

Repeat this procedure again, so the last volunteer has acted as the supervisor. Once all volunteers have acted as supervisor, ask the third volunteer to relay the message to the group.

Unless you have a very unusual group, the message will change from person to person. Among the changes that you might expect are:

- Confusion in the stated number three and the four names given.
 - Shift in emphasis from the supervisor's choice to an order from the boss.
 - Shift from a safety concern to the emphasis on being late to work, having beer on the breath and inappropriate behaviour in the cafeteria.
 - The urgency about "right away" may be lost.
4. Facilitate a discussion. Ask: "From your observations of what happened during the game, how do you think people can improve their listening skills? What is required to 'listen' rather than just 'hear'?"